A framework for social integration in schools

**Social and personal development**

A valuable social outcome for children was the feeling they would help build a harmonious society. This school constituted the initial post-conflict reconstruction effort along with the creation of a transparent and equal societal integration. The culture of peace refers to a new type of society in which all members have a sense of belonging amongst children is co-operative games. The culture of peace acts as a powerful retrieval cue for the positive values of music. In Glasgow, the third largest UK city, had in 2013

- more than 13 400 children and young people with English as an Additional Language (EAL)
- more than 100 languages spoken in schools

**Why music to promote social integration?**

In an in-depth review of evidence of the power of music Hallam (2016) found that music education engages all students, with many demonstrating social and personal development, health and well-being. The positive effects of singing and music have been linked to enhanced children’s motivation and help develop emotional resilience and manage times of change (Macleod, 2011).

**Music for Integration**

This Research Briefing has been published by the Robert Owen Centre for Educational Change in order to inform and inspire music education in schools in order to promote social integration. It explores the ways in which music education can be used to integrate newly arrived children, including refugees, asylum seekers and other students who have migrated to a new host country.

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**Music can go a step further...**

**How can a class be inclusive?**

- **Creativity**
  - Empower students to take ownership of their learning
  - Encourage students to explore their own ideas and express their feelings

- **Social and personal development**
  - Foster a sense of community and belonging
  - Build positive relationships with peers and teachers

- **Sense of belonging and personal power**
  - Enhance self-esteem and confidence
  - Develop a sense of purpose and direction

- **Physical development, health and well-being**
  - Promote physical activity and exercise
  - Encourage healthy lifestyle practices

**First case study: Intensive English Centre (March, 2012)**

**Second case study: Music for Integration in Schools (Odena et al., 2014)**

**Some ideas**

**Developing new activities**

1. Pair students to create a simple song or arrangement
2. Engage students in a game or activity that requires music
3. Invite a guest musician to lead a workshop
4. Utilize music technology to explore different cultures

**References**